

<b>Unit #1 Title:</b> What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?	
<b>Lesson Title:</b> Can You Erase the Damage?	<b>Lesson:</b> 2 of 2
<b>Grade Level:</b> 3	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive School Counseling Big Idea:</b> SE.3: Applying personal safety skills and coping strategies.	
<b>Grade Level Expectations (GLEs):</b> SE.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. SE.3.B.03: Identify issues that impact personal safety.	
<b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Social/Emotional Development	

**Materials (include activity sheets and/ or supporting resources)**

Large sheet of butcher paper, marker, sheet of paper for each student, tape
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**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas

	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		Responsibility

**Lesson Measurable Learning Objectives:**

The student will identify three “kind” statements to say to others to replace the “mean” comments the group brainstorms.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
 Observation and ability to define caring comments to say to others.

**Lesson Preparation**

**Essential Questions:** Why is it important to treat people the way you want to be treated? Can you ever undo the damage caused by mean words and teasing?  
**Engagement (Hook):** “Today - and today only - you are going to get to say mean things to me without me correcting you. You must use words that are appropriate for school.”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Put up large piece of butcher paper. Ask students to say mean things, without using bad words. Write these down on the butcher paper.	1. Students share their mean comments.
2. Talk about the damage words like these can cause in friendship. Discuss how people feel when they hear such negative comments.	2. Students respond to counselor suggestions.
3. “Now, we are going to try to repair the damage. Hand out a sheet of paper to each student and ask him or her to write down something nice to say instead.	3. Students write down kind words on their paper.
4. Ask students to read one of their positive	4. Students share their ideas and tape their

statements. Once he/she has finished, each student will tape the statement over the mean words on the butcher paper.	written statements on the butcher paper.
5. When all students are finished, talk about how there are still words that can be seen on the paper. “Can you ever erase the damage once the words are out?”	5. Students respond to counselor’s question. Students may share times when mean words were said to them and how it felt.

**Teacher Follow-Up Activities**

Teacher will follow up, asking students to say or write three kind things for each mean or hurtful thing they say to someone.

**Counselor reflection notes (completed after the lesson)**